DOCUMENT RESUME

ED 181 484 CS 205 384

AUTHOR Metzger, Louise; Lehotsky, Rutheda R.
TITLE Functional Handwriting Manual.
INSTITUTION Williamsport Area School District, Pa.
PUB DATE [77]
NOTE 233p.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Classroom Materials; *Cursive Writing; Elementary Education; *Handwriting Instruction; *Handwriting Skills; *Manuscript Writing (Handlettering); Writing Exercises

ABSTRACT

An inservice project to review the functional handwriting being taught in the Williamsport, Pennsylvania, school district produced a handwriting manual that provides teachers and students with models of letter forms and instructional exercises leading to the development of an individualized style of handwriting. The manual describes student objectives for learning functional handwriting and the writing implements and paper necessary to teach this particular kind of writing. A major portion of the manual presents a developmental sequence for teaching functional handwriting that leads to writing signatures. Other sample lessons and instructional suggestions are presented, along with an extensive selection of supplementary materials that includes quotations, poetry, and sample mimeograph pages. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS205384

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

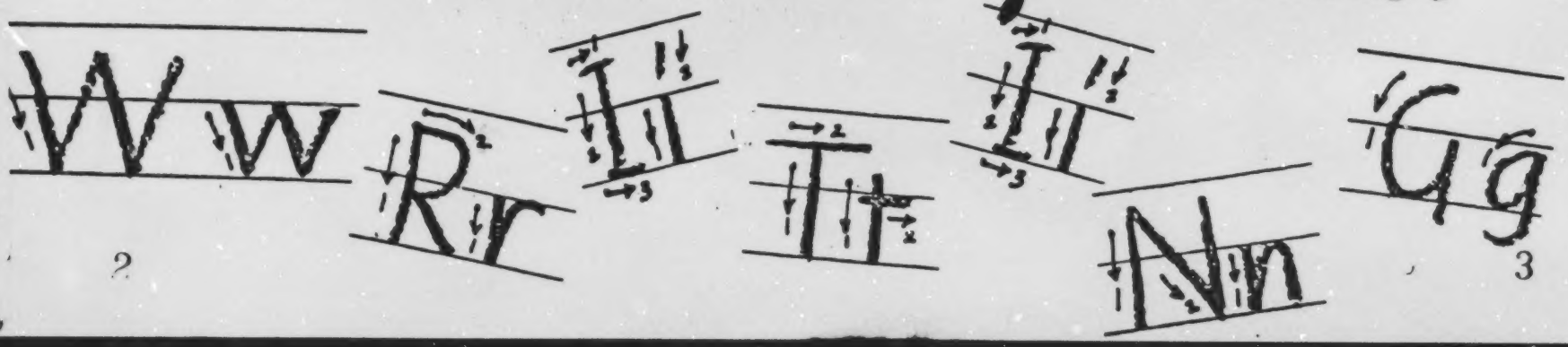
Williamsport Area School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Williamport Area
School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED181484

Functional Handwriting Manual



ACKNOWLEDGMENTS

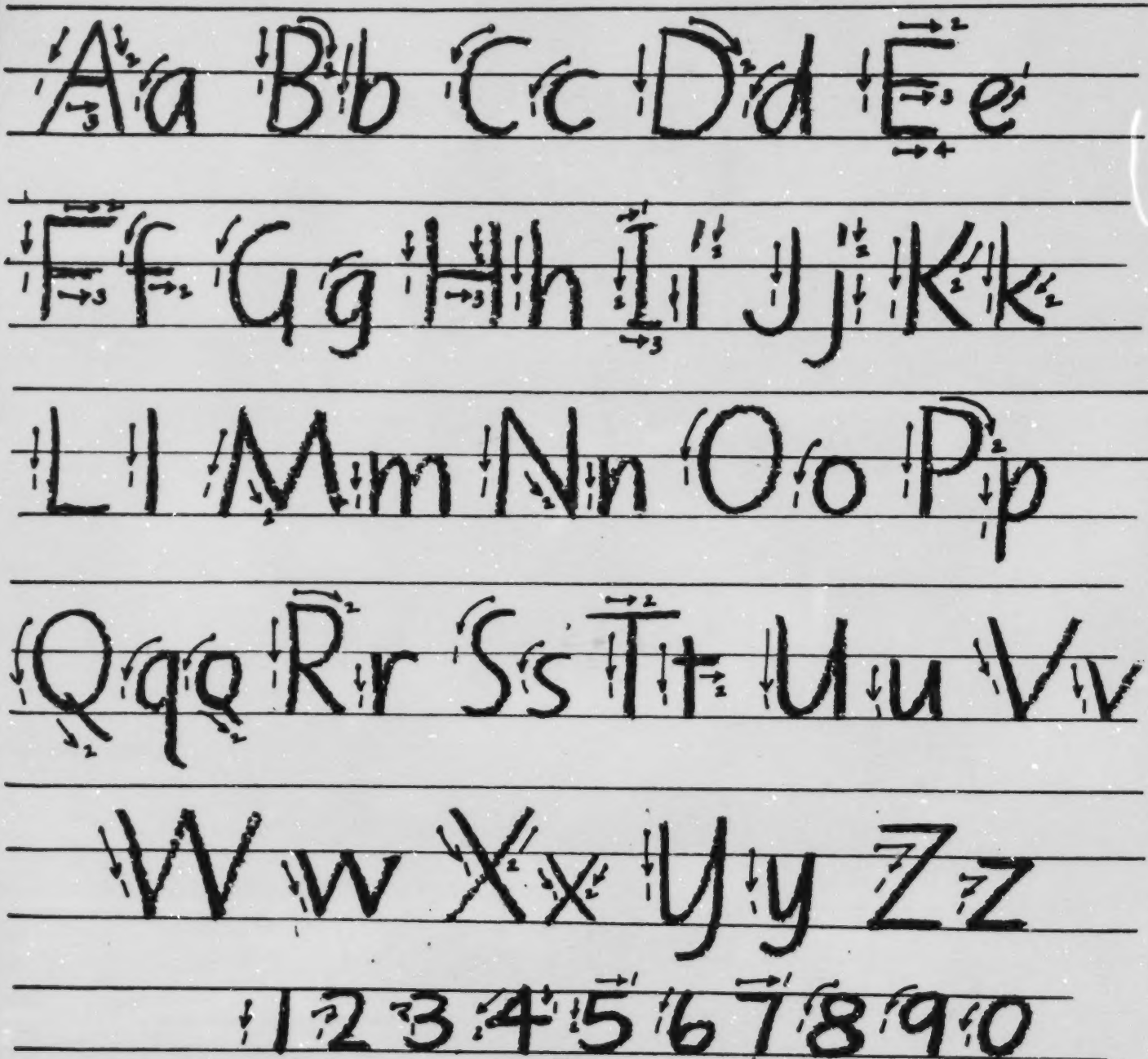
To the Idea, Process and Skills Workshop for the privilege of obtaining in-service credits; to Dr. Ann W. Williams, Elementary Supervisor, for her support and encouragement; and especially to Dr. June E. Baskin, Supervisor of Art, for her invaluable guidance and inspiration, we acknowledge a debt of gratitude.

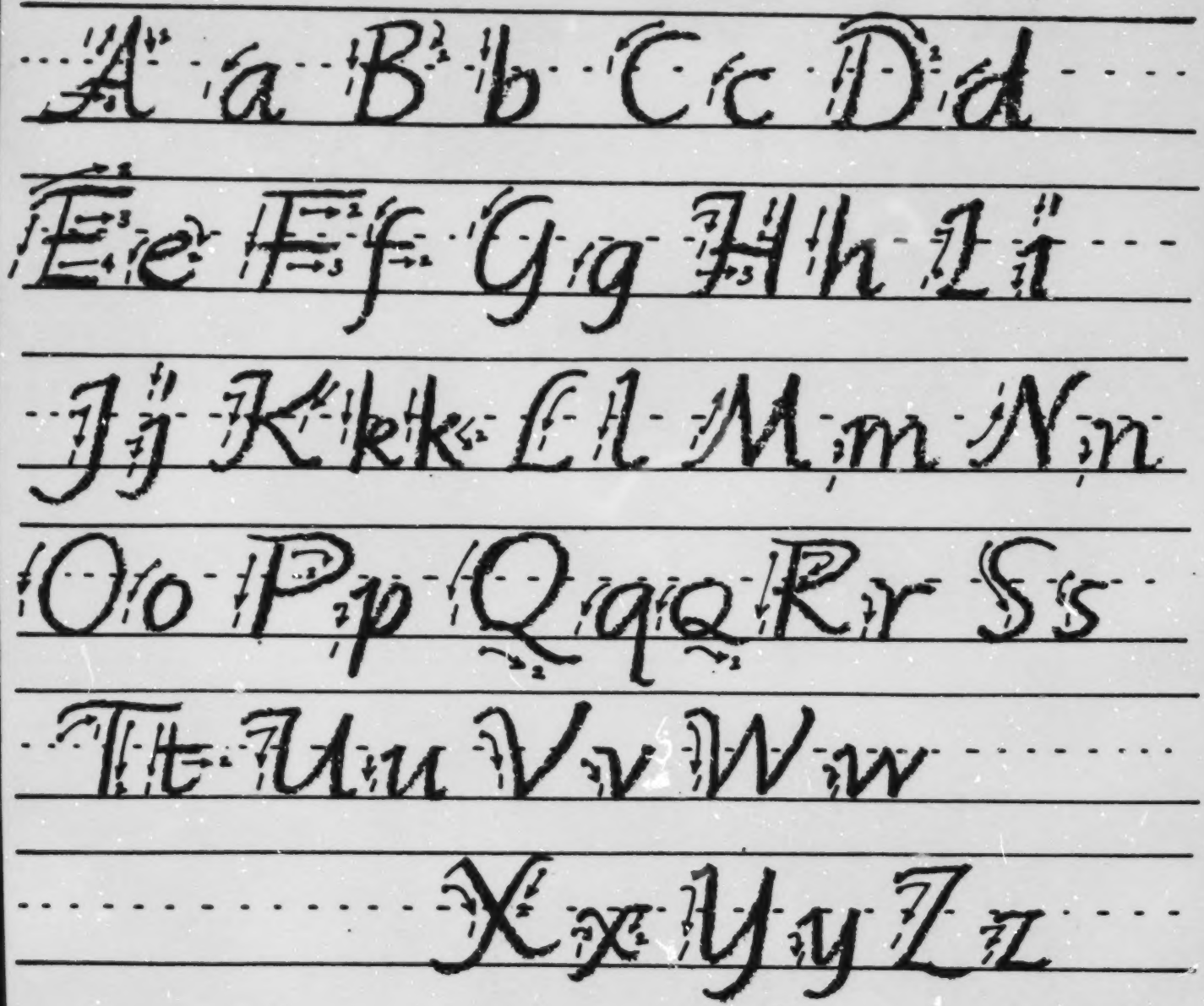
Louise Metzger
Rutheda R. Lehotsky

Published by

idea process Skills Shop

Williamsport Area School District
Williamsport, Pennsylvania


A a B b C c D d E e
F f G g H h I i J j K k
L l M m N n O o P p
Q q R r S s T t U u V v
W w X x Y y Z z
1 2 3 4 5 6 7 8 9 0


A a B b C c D d
E e F f G g H h I i
J j K k L l M m N n
O o P p Q q R r S s
T t U u V v W w
X x Y y Z z

CONTENTS

Functional Handwriting Project Rationale. 3

History and Rationale of Functional Handwriting 4-5
(Objectives for Children)

Handwriting Implements and Paper. 6-11

Developmental Sequence for Teaching Functional Handwriting. 12-44
(Signatures)

Sample Lessons. 45-54

Instructional Suggestions 55-57

Supplementary Materials

Quotations 58
Poetry 59-77
Lesson Mimeos. 79-80
Barbe List 81-94
Phonovisual. 95-126

Bibliography. 127

Examples of Children's Work

Acknowledgements

The Alphabet

A a B b C c D d E e F f G g H h I i
J j K k L l M m N n O o P p Q q R r
S s T t U u V v W w X x Y y Z z

The Alphabet

A a B b C c D d E e F f G g H h I i
J j K k L l M m N n O o P p Q q R r
S s T t U u V v W w X x Y y Z z

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1+1=2 3-1=2 1+2=3 2-1=1

3+4=7 2+3=5 2+6=8 2+7=9

2+8=10 3+3=6 4+4=8 10-5=5

1, 2, 3, 4, 5,
I caught a hare alive,
6, 7, 8, 9, 10,
I let him go again.

FUNCTIONAL HANDWRITING MANUAL

(An Inservice Project - Idea, Process, and Skills Shop)

Louise Metzger & Rutheda Lehotsky

Project Rationale:

1. To provide an overview of the functional handwriting being taught in the Williamsport Area School District

2. To provide teachers and students with models of letter forms and instructional exercises leading to the development of a practical, fluent and aesthetically pleasing style of handwriting

3. To promote parental understanding, appreciation, and acceptance of this mode of handwriting

4. To enhance students' self-concept through the progressive development of a personalized, individualized stylized handwriting.

5. To obtain personal gratification resulting from an in-depth study of functional handwriting; to enjoy the opportunity to practice and display our craft; to achieve the satisfaction of teaching others, and of obtaining four graduate credits.

HISTORY AND RATIONALE OF FUNCTIONAL HANDWRITING

The functional style handwriting initiated by the Williamsport Area School District in 1973, and now being taught and used throughout the district at the elementary level, had its origin in ancient Rome centuries ago. The beauty and utility of this form have perpetuated it as a practical and aesthetically pleasing means of written communication for today.

Functional handwriting features simple letter forms based on the ellipse, a basic shape easy for the hand to execute. Many letters may be joined, thus promoting speed while maintaining correct letter form. Only a few of the letters differ slightly from those printed in books, thus making it ideal for young children just learning to read. In addition, it relates directly to the young child's linear graphic movements. Once mastered, it can be written with any implement, thus making it practical in all circumstances.

It can be taught in its simple form without joins to young children. They need only to add the joins as they progress in skill to the point where they are <u>ready</u> for speed and cursiveness. (Age and grade level are not necessarily factors in readiness.)

STUDENT OBJECTIVES

As a result of having received functional handwriting instruction, students will

1. . . .demonstrate an ability to form correctly lower case and upper case (capital) letters, and numerals

2. . . .display an understanding of scale, letter slope, and spacing within and between words

3. . . .develop handwriting fluency and speed while maintaining a high quality of legibility

4. . . .be able to evaluate their own work and develop an effective plan for necessary improvement

5. . . .show evidence of an appreciation of the discipline and dedication necessary for the mastery of the craft of handwriting

6. . . .indicate a recognition of and respect for the aesthetic quality of handwriting by producing consistently neat and attractive written communications

7. . . .reflect personal pride and a sense of self-esteem in the rendition of their signatures.

HANDWRITING IMPLEMENTS AND PAPER

Beginning Writers:

Paper: unlined
newsprint
brown kraft or butcher
manila

Implements: crayon
chalk
marker

Progress to: 1" lined paper

Advanced students might move to
1" (1/2") ruled experience paper, or
1" (1/2") green tint practice paper

First Grade Level:

Paper: begin with -
1" (1/2") green tint practice or experience paper

advance to -
3/4" (3/8") green tint practice paper or experience paper

Implements: markers
thick-leaded pencils
standard pencils

Second and Third Grade Levels:

Paper: 1/2" (1/4") green tint practice paper and story paper

Implements: regular pencils, No. 2 or 2-1/2

Fourth Grade Level:

Paper: transition - 1/2"(1/4") green tint practice paper
progress to- 3/8" (no guide lines), such as composition or notebook paper

Implements: regular pencils, No. 2 or 2-1/2

Advanced Students:

Paper: lined or unlined

Implements: as previously noted;
advanced students may wish to try pen and ink
(designed specifically for use in functional handwriting)

19

20

21

22.

SUGGESTED SEQUENCE FOR LESSON PRESENTATIONS:
An Overview

I. Letter Families - Basic printing

1. ilt uy
2. mn
3. bhk
4. pr
5. oceadgq
6. fsj
7. vwxz

II. Capitals - Basic printing

1. IHL TEF
2. AMN
3. VWXK
4. OQCG
5. DPBR
6. UJSY

SUGGESTED SEQUENCE FOR LESSON PRESENTATIONS:
An Overview

I. Letter Families - Basic printing

1 i t u y

2 m n

3 b h k

4 p r

5 o c e a d g q

6 f s j

7 v w x z

II. Capitals - Basic printing

1. I H L T E F

2 A M N

3 V W X K

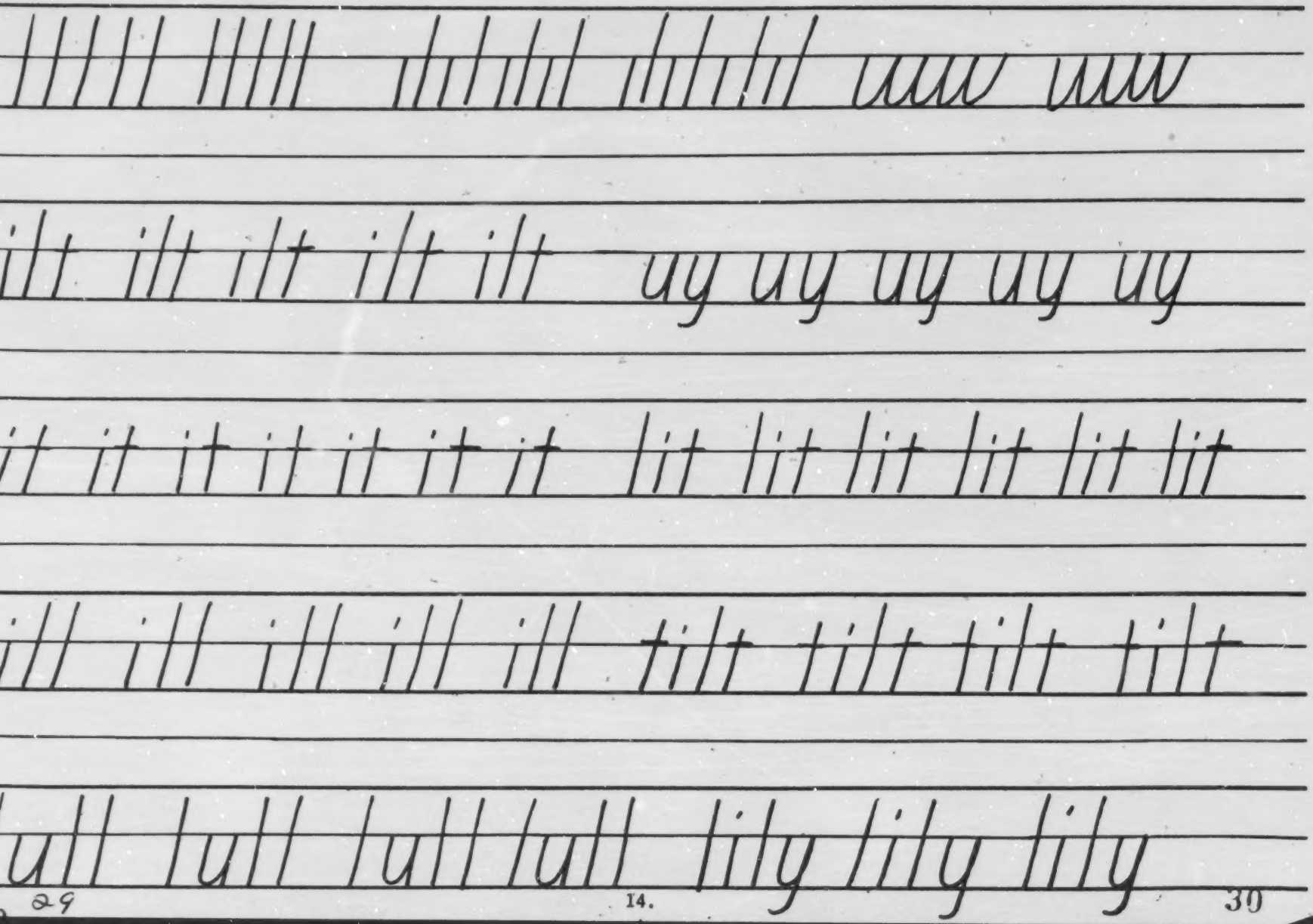
4. O Q C G

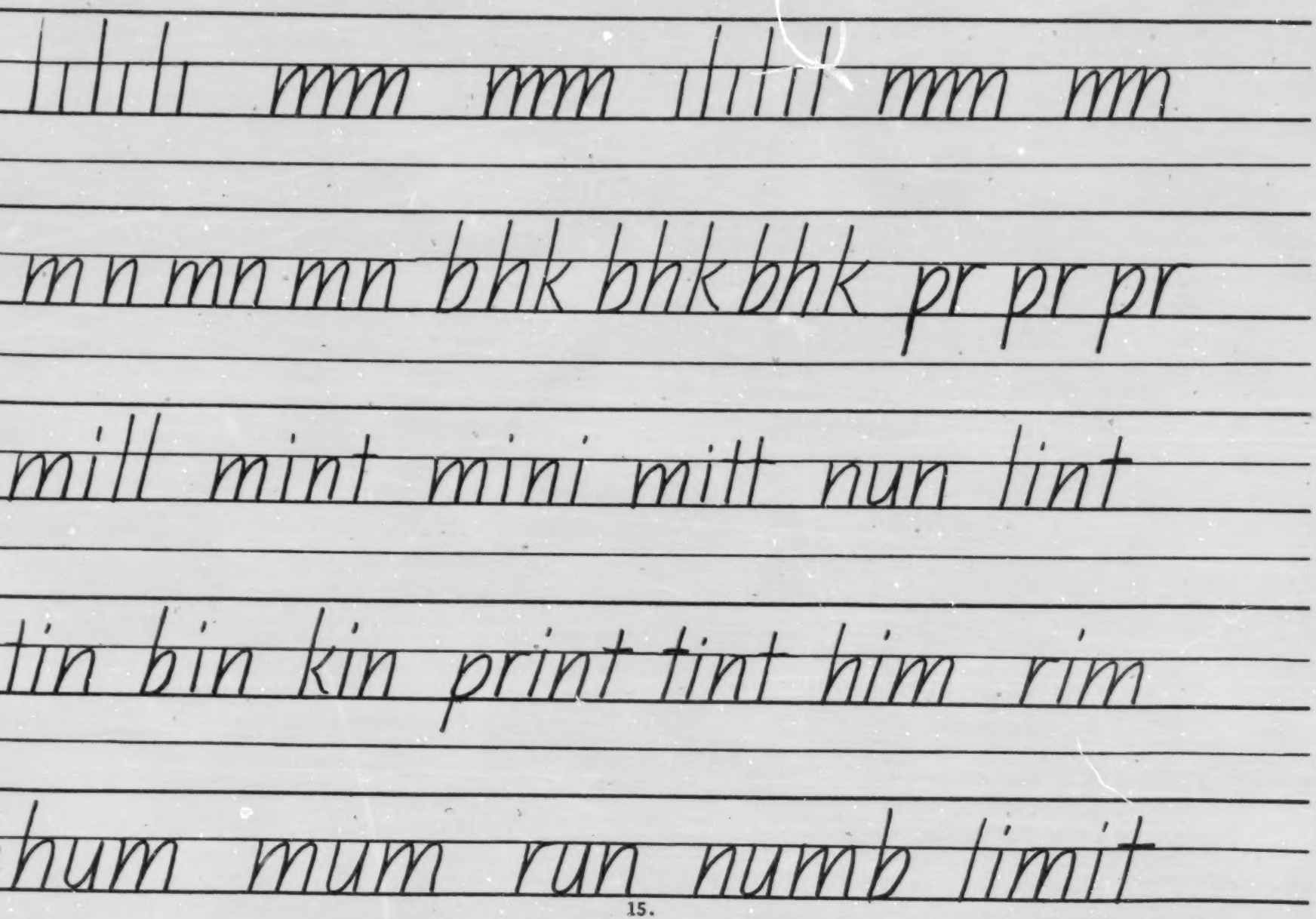
5 D P B R

6 U J S Y

1 2 3 4 5 6 7 8 9 0

PRACTICE STROKES AND PRINTED LOWER CASE LETTERS




mm mm mm mn
m n mn mn mn bhk bhk bhk pr pr pr
mill mint mini mitt nun lint
tin bin kin print tint him rim
hum mum run numb limit

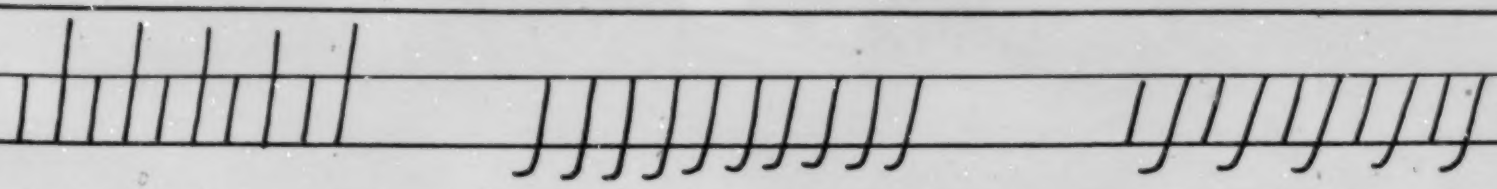
ooooo ıoıoıoıoıo ıılıılıı bobob

adg ceo qq adg ceo qq adg

lad gad dad led coat gill

pill hill quill eat meat neat

queen king hoe toe potato



fjs fjs fjs fjs fjs fjs fjs

if jif sniff soft frost off fit sit

sister sis kiss sift drift thrift

joy soy jot jig just jug jam

vvvv mmm zzzzz

v w x z v w x z v w x z v w x z

very with x-ray zero ox

zipper wax whiz box fox

zoo will who voice visit

E F H I L T E F H I L T E F H I L T

Every good boy does fine.
Fables are stories that teach us.
Honey is very sweet.
Indians once lived here.
Lunch will be served.
Twinkle twinkle little star.

AKMN AKMN AKMN

Ann and Kim are singing.
Mark Neil won the blue ribbon.
Valleys are green and low.
Wish upon a star and wait.
X-ray pictures show our bones.
Zoo animals are beautiful.

C G O Q C G O Q C G O Q

Caterpillars crawl on leaves.
Grandmother bakes cookies.
On cool nights we play games.
Quiet mice nibble cheese.
Come quickly to lunch.
Grass is growing fast.

DPBR DPBR DPBR

Boy scouts sleep in tents.
Please come home soon.
Draw a picture of a boat.
Run fast and win the race.
Put your cap on that hook.
Bob, Don John and Ron are here.

JSUY JSUY JSUY

Jungle animals are wild.
Stop when the light is red.
Up goes the big red balloon.
Yes, our family will come.
Jerry rides on a bus.
You live in United States.

SUGGESTED SEQUENCE FOR LESSON PRESENTATIONS:
An Overview

Letter Families - Transition to Cursive

1. i l t u y
2. m n
3. b h k k
4. p r
5. o c e a d g q Q
6. f f s j
7. v w x z

Capitals - Transition to Cursive

1. T L E F H I
2. A M N K
3. V W X Z
4. O Q C G
5. D P B R
6. J S U Y

ilt uy ilt uy ilt uy ilt uy

lit lit lit lit ill ill ill ill

it it it it it it tilt tilt tilt tilt

lull lull lull lull till till till till

lily lily lily lily lit ill tilt it

lull tilt lily till lit lull it tilt

mn mn bhkk pr mn mn bhkk pr

mill mint mini mitt nun run bun

tin bin kin print tint hint lint

nut hut mutt hum mum bum

limit him rim brim tin pin kin

adg adg ceo ceo adg ceo adg ceo

code age dog add lad gad dad

mad cat ate gate mate date plate

eat neat meat hoe toe potato oh

qq qq qq qq qq qq qq qq qq qq

quote quiet quit quite quince

gadget cage edge ace gage quick

ffjs ffjs ffjs ffjs

sniff soft spin sister sift sit

jig jug jag jib jade just jack

fish fit fun family uncle cousin

cradle jiffy nifty thrift raft

after often of off puff cuff

v w x z v w x z v w x z v w x z

very with x-ray zero zipper

wax whiz zoo box who ox zip

oxen view vane whim win exit

zebra whisper buzz text will

EFHILT EFHILT EFHILT

Eddie wished upon a star

Frisky Squirrel finds nuts.

Have you any money?

I hear a cricket singing.

Look at the jet flying high!

Tom was on our team.

A M N K A M N K A M N K

Are you going to the zoo?

Monkeys like to eat bananas.

New cars go very fast.

Kittens are small and soft.

Arizona Maine New York Kentucky

62

63

V W X Z V W X Z V W X Z

Vans carry many things.

Willie Winkie runs upstairs and down.

X-ray both of his feet.

Zero is a place holder.

64 65

CGOQ CGOQ CGOQ CGOQ CGOQ

Columbus sailed on the Atlantic Ocean.

Games are fun for everyone.

Oh, where is my little dog?

Queen Mary is in the garden.

DPBR DPBR DPBR DPBR

Do not run across the street.

Ponies trot to Boston.

Bees are buzzing among the flowers.

Ride on a magic carpet.

JSUY JSUY JSUY JSUY

Jack. jump over the candle stick.

Seven swans are swimming.

Use your ears for listening.

Yesterday is gone forever.

Spacing

1. Within a word

plan

2. Between words:
space of letter o
between words

The sky is blue.

Serifs

1. Ending

ilt anm dhukqfyg

2. Beginning

ijpunmrvwyzx

3. Remain the same

bcegoqos

Joins

acdehiklmntu

1. Diagonal

ai cu du en ha in ke la mi nu ta un

2. Horizontal

f o r t v w

fa on ra ta to tu va wo

3. Space

ba be bi bl bo br fl ga ge gi go

gr gn ja pe qu sa ya zo

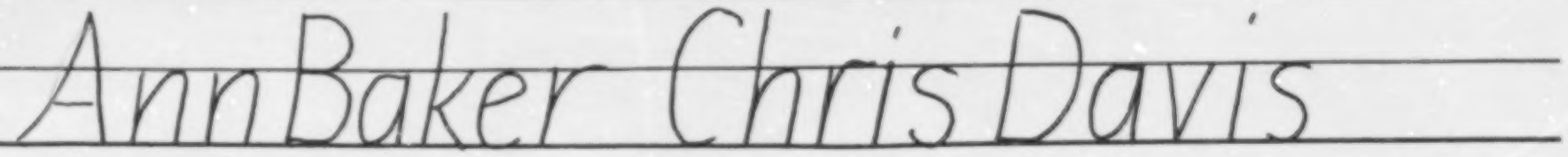
4. Diagonal to ascender

at al ab ah af ck ch ck ct

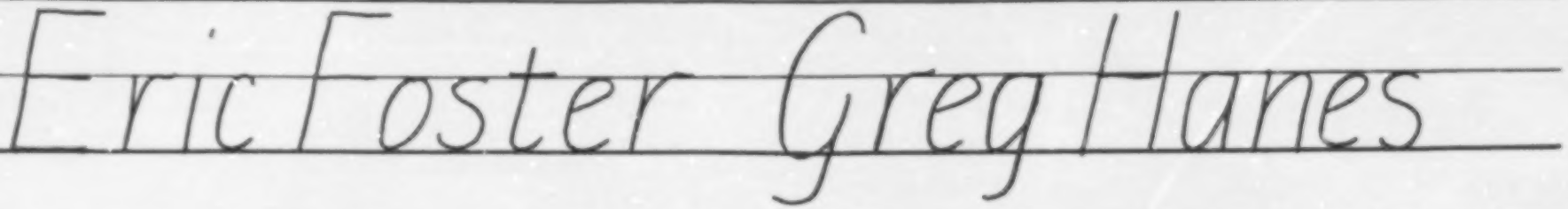
ll dt dl et el ht il

BASIC - PRINTED SIGNATURES

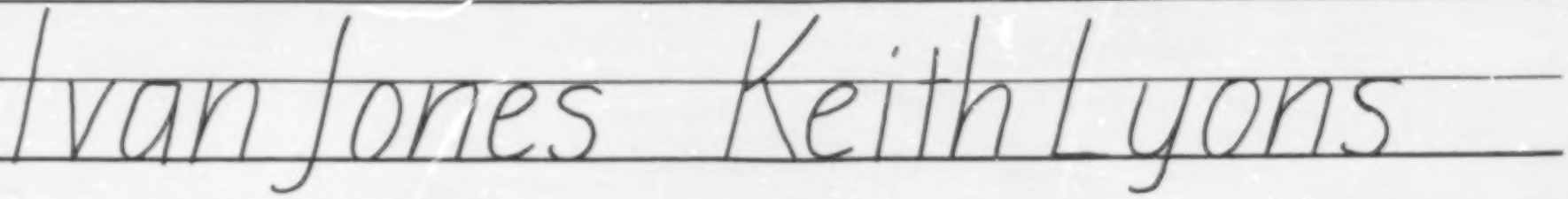
Ann Baker Chris Davis



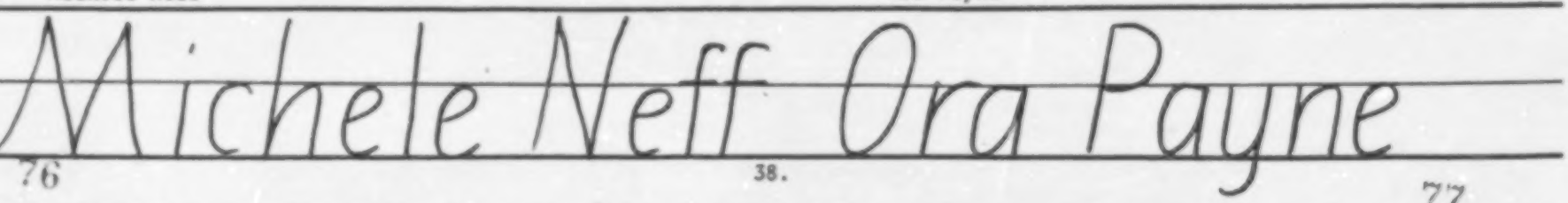
Eric Foster Greg Hanes



Ivan Jones Keith Lyons



Michele Neff Ora Payne



BASIC - PRINTED SIGNATURES

Quincy Rider

Steven Todd

Quincy Rider Steven Todd

Una VanDine

Wade Xenia

Una VanDine Wade Xenia

Yvonne Zerbe

Yvonne Zerbe

SIGNATURES - TRANSITIONAL (PLANTED)

Albert Benson

Albert Benson

Cathy Dennis

Cathy Dennis

Edwin Fisk

Edwin Fisk

Genevieve Hendricks

Genevieve Hendricks

Ina Jo King

Ina Jo King

Louise McNulty Owens

Louise McNulty Owens

Paul Rogers

Paul Rogers

Sarah T. Ungard

Sarah T. Ungard

Victor Wright

Victor Wright

Yvonne Zentner

Yvonne Zentner

SIGNATURES - CURSIVE

Alice Adams Billy Baker Charles Cook

Alice Adams, Billy Baker, Charles Cook.

David Dawes Edward Engle Frank Fitch

David Dawes, Edward Engle, Frank Fitch.

Glen Grover Heather Helm Irene Ives

Glen Grover, Heather Helm, Irene Ives.

John Jefferson Ken Kelly Lori Lewis

John Jefferson, Ken Kelly, Lori Lewis.

Mark Myers Neil Newman Orville Owens

Mark Myers, Neil Newman, Orville Owens.

SIGNATURES - CURSIVE

Penny Percy Queenie Quay Robert Rice

Penny Percy, Queenie Quay, Robert Rice

Sally Smythe Tom Thomas Ursula Ungar

Sally Smythe, Tom Thomas, Ursula Ungar

Vera Vickers Will Walters Xenia Xerxes

Vera Vickers, Will Walters, Xenia Xerxes,

Yoland Young Zane Zellers

Yoland Young, Zane Zellers

84

42.

85

Development of Signatures

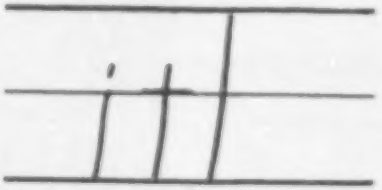
Albert Benson	Albert Benson	Albert Benson
Catherine Dennis	Catherine Dennis	Catherine Dennis
Edward Fowler	Edward Fowler	Edward Fowler
Genvieve Hersh	Genevieve Hersh	Genevieve Hersh
Ivan Jefferson	Ivan Jefferson	Ivan Jefferson
Karen Loomis	Karen Loomis	Karen Loomis
Mark McNulty	Mark McNulty	Mark McNulty
Ophelia Parker	Ophelia Parker	Ophelia Parker
Richard Santori	Richard Santori	Richard Santori
Theresa Ungard	Theresa Ungard	Theresa Ungard
Victor Waselewski	Victor Waselewski	Victor Waselewski
Yvonne Zentner	Yvonne Zentner	Yvonne Zentner

Functional Italic Signatures	Traditional Signatures
Ann Baker	Ann Baker
Charles Dawson	Charles Dawson
Elizabeth Flannigan	Elizabeth Flannigan
Gregory Hoover	Gregory Hoover
Irene Johnstone	Irene Johnstone
Kevin Landis	Kevin Landis
Margaret North	Margaret North
Oliver Platt	Oliver Platt
Quentin Reynolds	Quentin Reynolds
Sarah Thomas	Sarah Thomas
Ursula Vaughn	Ursula Vaughn
William Young	William Young

SAMPLE LESSONS: Level 2

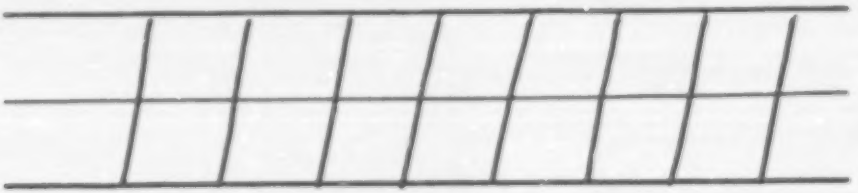
Purpose: Introduction of itl family

Objective: Children will recognize and execute the correct form of the letters itl



Materials: Green-tint lined paper (1" with 1/2" middle guide line)
Pencil, crayon, or marker

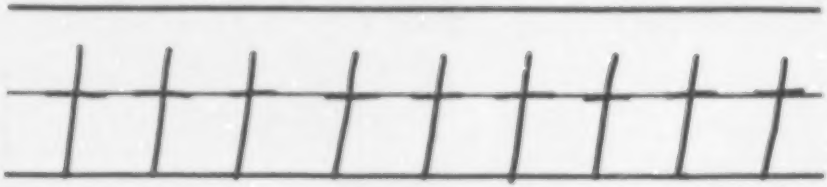
Technique: Using chart paper or lined blackboard or overhead projector and lined transparency, demonstrate:



Children will trace on paper with finger, then with writing implement; stress rhythm, very slight slant, height (regularity) of

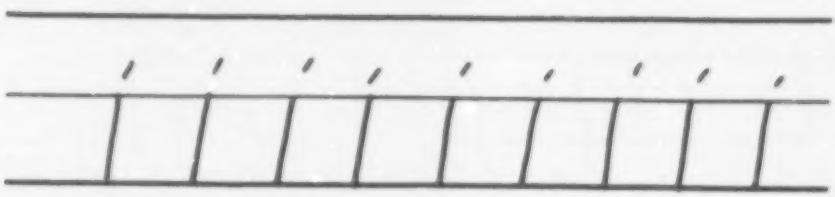
Sample Lessons: Level 2

Introduce, in similar manner,



("t is not too tall, rather tiny")

Introduce,

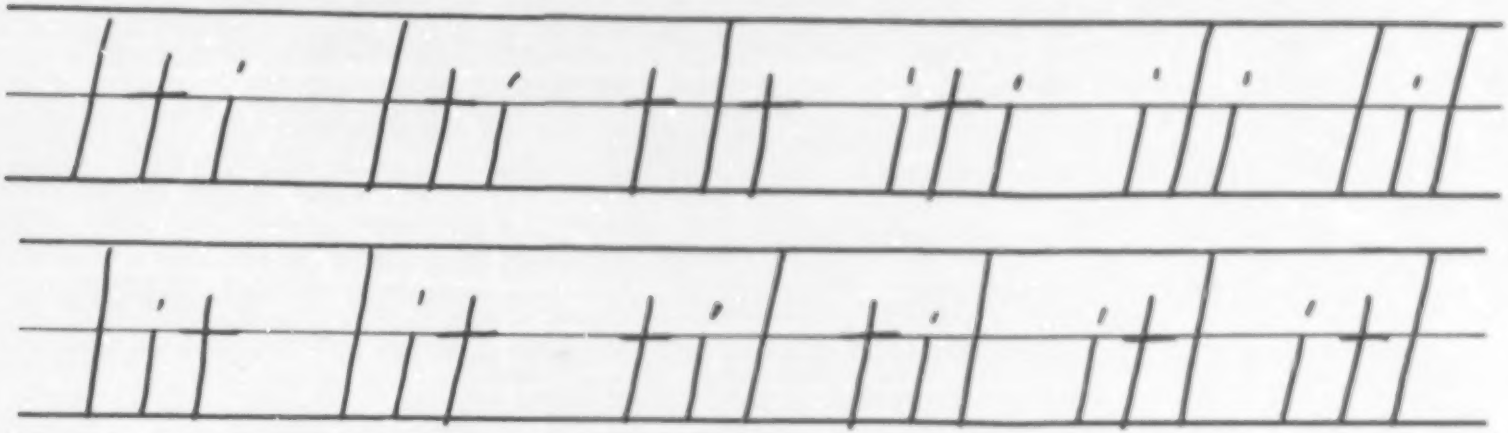


pointing out size, rain-like ´ over i

("i is itsy bitsy")

Sample Lessons: Level 2

Practice:



Teacher will observe writing as children work, making suggestions, displaying good examples, etc.

Evaluation: Objectives have been met if children can produce i, t, l, correctly formed and sized, as letters are dictated.

SAMPLE LESSONS - Levels 2 and 3

Purpose: To teach (or review) joins so that children will develop fluency.

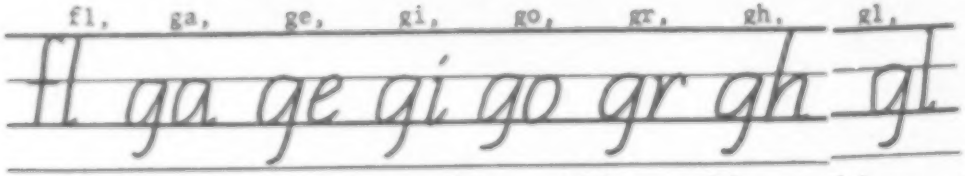
Behavioral Objective: At conclusion of the lessons, the children will demonstrate a knowledge of those letters which are usually joined to others by space, horizontally, or diagonally.

Materials: Pencils, green tint paper (1/2", ruled 1/4")

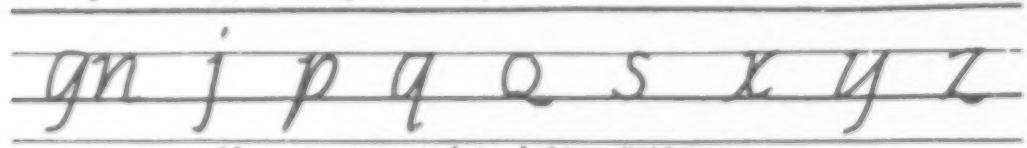
Lesson I: Space joins

ba be, bi, bl, bo, br, bu

fl, ga, ge, gi, go, gr, gh, gl,



gn, (j), (p), (q), (s), (x), (y), (z)



as generally not connected to letter following.

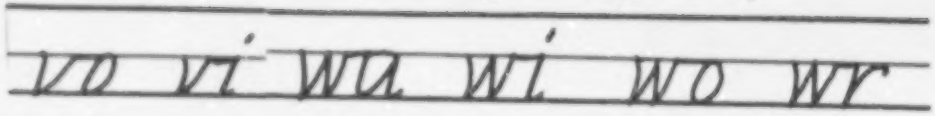
Lesson II: Horizontal joins (initial joins) -

o, r, ta, to, ti, tu, tr, va

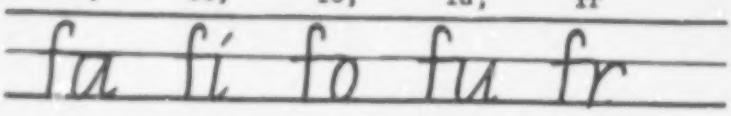
Sample Lesson

Lesson II: (continued)

vo, vi, wa, wi, wo, wr,

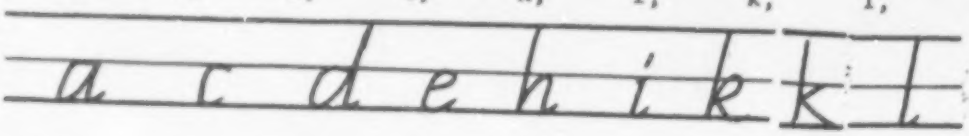


fa, fi, fo, fu, fr

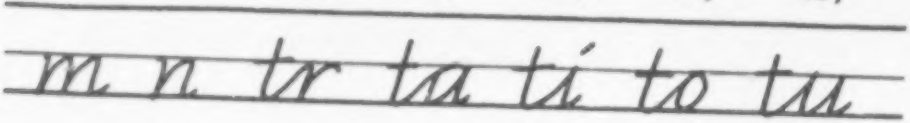


Lesson III: Diagonal joins, from

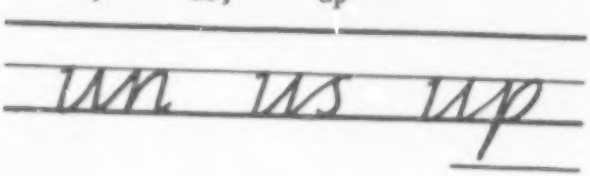
a, c, d, e, h, i, k, l,



m, n, tr, ta, ti, to, tu,



un, us, up



SAMPLE LESSON: LEVEL FOUR

"Musical Chairs"

Purpose: To help children increase handwriting speed while preserving letter form and legibility.

Materials: 3/8" lined practice paper
pencil
record player or cassette player; recorded music
cards with short sentences for each desk

Strategy: Review with children any problem spots to be focused upon and eliminated.

Dictate one or two warm-up sentences, such as
(a.) My handwriting is easy to read.
(b.) Practice leads to perfection.

Explain that each child will copy the sentence found on the card at his desk, writing only during the time that he hears music. When the music stops, he will move immediately with his pencil and paper, in a predetermined direction, to another desk where he will copy a new sentence on his paper when he again hears the music. Continue for 10-15 changes.

Evaluation: Purpose will have been fulfilled if legibility of handwriting has been maintained and sentences have been completed in the allotted time.

Sample Sentences: Happiness is a warm puppy.
Practice makes perfect - so practice!
Today is yesterday's tomorrow.
A friend in need is a friend indeed.

SAMPLE LESSON: LEVEL FOUR

"Musical Chairs"

Sample Sentences: Honesty is the best policy.
A penny saved is a penny earned.
Chop your own wood and it will warm you twice.
A fool and his money are soon parted.
An ounce of prevention is worth a pound of cure.
An apple a day keeps the doctor away.
Do unto others as you would have others do unto you.
He who helps others, helps himself.
A bird in the hand is worth two in the bush.
A soft answer turns away wrath.
A house divided shall not stand.

She feeds the three geese.
Give Dick the tin dish.
James ate the chocolate cake.
Ted bought a dozen eggs.
Dan patted the black cat.
Run and get some butter.
Don wanted to drive the car.
They eat peas and beans.
Ruth had new blue shoes.
Please look at my paper.
My kite flies on a string.
The king wore a gold ring.
David reads every day.
Let's look at the book.
Brothers should be friends.

Sentence Suggestions

She feeds the three geese.
Give Dick the tin dish.
James ate the chocolate cake.
Ted bought a dozen eggs.
Dan patted the black cat.
Run and get some butter.
Don wanted to drive the car.
They eat peas and beans.
Ruth had new blue shoes.
Please look at my paper.
My kite flies on a string.
The king wore a gold ring.
David reads every day.
Let's look at the book.
Brothers should be friends.

INSTRUCTIONAL SUGGESTIONS

Providing for Individual Differences

It is understood, of course, that in order to adapt handwriting instruction to the needs of individual students, that the teacher should have access to material above and below the "grade" level being taught.

Instructional Sequence

Teaching children to write the letters of the alphabet by letter families is preferred to teaching the letters in alphabetical sequence.

Spacing

Space between letters within a word should be sufficient for diagonal joins.
Space between words should be about the space of the letter "o".

Letter Form and Speed

Letter forms should be memorized. When forms have been mastered and a natural freedom in formation is acquired, speed will follow.

Spatial Techniques

Have children get the feeling for the rhythm of letter formation by using their "finger-pencils" to "write" in the air.

Divide the class into groups of two or three students. Have each group meet together to select a letter and to decide how to form the letter of their choice with their bodies. Group whose members correctly identify the "mystery letter" will have next turn to present their letter.

Spatial Techniques (continued)

Try playing recorded background music as handwriting is practiced. This technique may enhance rhythm and fluency.

Feeling for the shape of a letter can be developed by having child look at a visual image of the letter, then try to draw large versions of the letter while his eyes are closed.

Tips for Left-Handers

Paper tilted at a forty-five degree angle will align properly with the writing arm.

The writing hand will glide on the heel of the thumb.

Avoid any "hooking" of the hand.

Pencil may need to be gripped loosely somewhat higher than one inch from the tip, with the eraser end pointing toward the left shoulder.

Tips for Right-Handers

The writing tool should be held by the thumb, first, and second fingers about an inch from the writing tip, with the first finger on top of the instrument, which then rests on the side of the second finger. Hand will rest on curved outside finger.

Paper should be positioned with the top tilted about thirty degrees to the left.

Spatial Techniques (continued)

The Chalkboard

Chalkboards may be permanently ruled and lined with felt-tipped marker, making baselines somewhat thicker or darker than "waistlines". Children enjoy practicing handwriting on the board, and errors in letter formation are more easily discernible as they write on the chalkboard.

The Overhead Projector

The use of the overhead projector is valuable in presenting letter families and for demonstrating correct letter formation. A letter or word may be shown momentarily on the screen, then removed as the children attempt to reproduce it correctly from memory. Students can verify their results when the model is again made to appear.

Practice Tips

Children will enjoy using a variety of writing implements and writing surfaces occasionally. Crayons, chalk, paint brushes, felt tip markers and finger paint offer possibilities. Newsprint, assorted lined papers, "magic slates", chalkboard, paper toweling, sand-and-glue letters on waxed paper, sand box writing provide variety. Finger-writing with water on the chalkboard, with evaporation erasure, can be fun.

IX. Quotations: Examples

"Chop your own wood and it will warm you twice." - Henry Ford

"Chop your own wood
and it will warm you twice."
Henry Ford

"If you pick up a starving dog and make him prosperous, he will not bite you; this is the principle difference between a dog and a man."
-Mark Twain

"If you pick up a starving dog and make
him prosperous, he will not bite you; this
is the principle difference between a dog
and a man."
Mark Twain

"Do unto others as you would have others do unto you."
-The Bible

"Do unto others as you would
have others do unto you."
The Bible

102

103

All day long
The sun shines bright.
The moon and stars
Come out by night.
From twilight time
They line the skies
And watch the world
With quiet eyes.

-Robert Louis Stevenson

All day long
The sun shines bright.
The moon and stars
Come out by night.
From twilight time
They line the skies
And watch the world
With quiet eyes.

Robert Louis Stevenson

MY NAME

My name is most especially
The thing they use for calling me.

Myra Cohn Livingston

THE HOUSE CAT

The house cat sits and smiles
and sings.
He knows a lot of secret things.

Annette Wynne

A penny saved is a penny
earned.

Benjamin Franklin

AFTER THE PARTY

Jonathan Blake
Ate too much cake;
He isn't himself today.

He's tucked in bed
With a feverish head
And he doesn't care to play.

William Wise

RAIN

How does the rain have the sense
to know
Winter is here and it's time
to snow?

Aileen Fisher

My Name

My name is most especially
The thing they use for calling me.

Myra Cohn Livingston

Rain

How does the rain have the sense to know
Winter is here and it's time to snow?

Aileen Fisher

"A penny saved is a penny earned."

Benjamin Franklin

After the Party

Jonathan Blake
Ate too much cake.
He isn't himself today.

He's tucked in bed
With a feverish head
And he doesn't care to play.

William Wise

Rain

How does the rain have the sense
to know
Winter is here and it's time
to snow?

Aileen Fisher

After the Party

Jonathan Blake
Ate too much cake.
He isn't himself today.

He's tucked in bed
With a feverish head
And he doesn't care to play.

William Wise

Rain

How does the rain have
the sense to know
Winter is here and it's
time to snow?

Aileen Fisher

After the Party

Jonathan Blake
Ate too much cake;
He isn't himself today.

He's tucked in bed
With a feverish head
And he doesn't care to play.

William Wise

My Name

My name is most especially
The thing they use for calling me.

Myra Cohn Livingston

The House Cat

The house cat sits and smiles
and sings.
He knows a lot of secret
things.

Annette Wynne

My Name

My name is most especially
The thing they use for calling me.

Myra Cohn Livingston

The House Cat

The house cat sits and smiles
and sings.
He knows a lot of secret
things.

Annette Wynne

The House Cat

The house cat sits and smiles
and sings.
He knows a lot of secret
things.

Annette Wynn

Thanksgiving

For each new morning with its light,
Father we thank Thee,
For rest and shelter of the night,
Father, we thank Thee,
For health and food, for love and friends,
For everything Thy goodness sends,
Father in heaven, we thank Thee.

Emerson

67.

The Months

Thirty days hath September,
April, June and November;
All the rest have thirty-one
Excepting February alone,
And that has twenty-eight days clear
And twenty-nine in each leap year.

Old Rhyme

The Falling Star

I saw a star slide down the sky,
Blinding the north as it went by,
Too burning and too quick to hold,
Too lovely to be bought or sold,
Good only to make wishes on
And then forever to be gone.

Sara Teasdale

Its Nice to Know

Its nice to know when I'm in bed
That across the world
It's day instead—
And children there are having fun,
While it's their turn
To have the sun.

by Kathryn Jackson

Charmers

The more we listen,
the more we learn.

A big job becomes
a smaller job when
it's shared.

Praise is the greatest
payment for a job
well done.

Charmers

Taking time to listen
is taking time to
care.

Everything has beauty
in it if we take time
to look a minute.

Together is the nicest
way to spend a day.

The Woodpecker

The woodpecker pecked out a little round hole
And made him a house in a telephone pole.

And one day when I watched he poked out his head
And he had on a hood and a collar of red.

When the streams of rain pour out of the sky
And the sparkles of lightning go flashing by,

And the big, big drums of thunder roll,
He can snuggle back in the telephone pole.

Elizabeth Maddox Roberts

The Bee

The bee is a rover
The brown bee is gay;
To feed on the clover
He passes this way.

Brown bee, humming over,
What is it you say?
"The world is so happy,
So happy to-day!"

W. B Rands

73. 130

Sunshine and Shower

Shower and sunshine.
Sunshine and shower.
Green are the treetops
And blooming the flower.

Nesting the wild birds,
Air full of song;
Hark now the cuckoo-
He does not stay long

Maud Morin

The Rainbow

I saw the lovely arch
Of rainbow span the sky.
The gold sun burning
As the rain swept by.

In bright-ringed solitude
The shadowy foliage shone
One lovely moment,
And the bow was gone.

Walter de la Mare

No Drip of Rain

It rained on Anne,
It rained on Fan,
It rained on Arabella,
But —
It did not rain
On Mary Jane —
She had a HUGE
Umbrella.

Ivy O. Eastwick

Ten Little Indians

One little, two little,
Three little Indians;
Four little, five little,
Six little Indians;
Seven little, eight little
Nine little Indians,
Ten little Indian boys.

Old Rhyme

The Rainbow

I saw the lovely arch
Of rainbow span the sky,
The gold sun burning
As the rain swept by.

In bright-ringed solitude
The shadowy foliage shone
One lovely moment,
And the bow was gone.

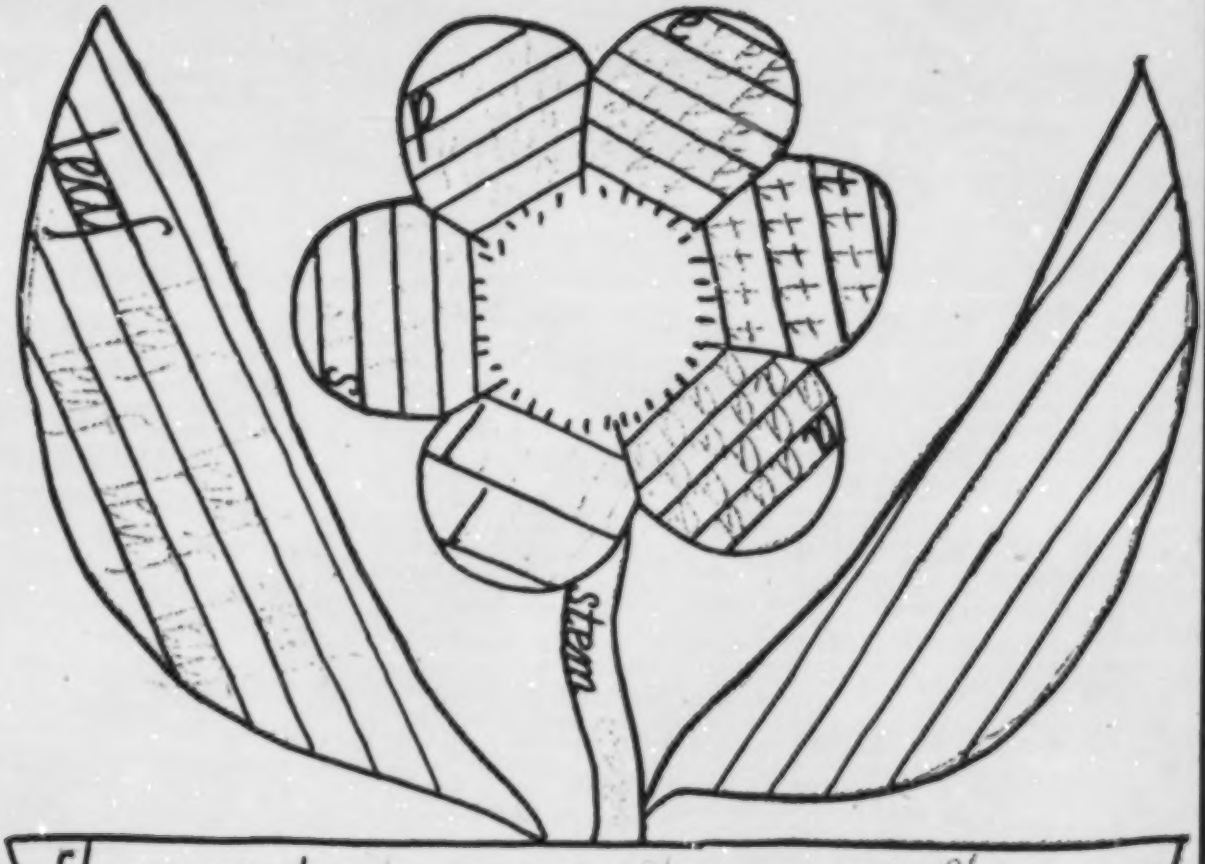
Walter de la Mare

The Months

January January January
February February February
March March March
April April April
May May May
June June June
July July July
August August August
September September September
October October October
November November November
December December December

Handwriting Practice

Handwriting Practice



flower pot flower pot, flower
leaf
stem
petals
green
plant
growing
pretty
yellow
sunshine
water
soil

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
a	a	a	a
about	about	about	about
again	again	again	again
airplane	airplane	airplane	airplane
all	all	all	all
am	am	am	am
an	an	an	an
and	and	and	and
apple	apple	apple	apple
are	are	are	are
as	as	as	as
at	at	at	at
away	away	away	away

14.

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
baby	baby	baby	baby
back	back	back	back
ball	ball	ball	ball
be	be	be	be
bed	bed	bed	bed
big	big	big	big
birthday	birthday	birthday	birthday
black	black	black	black
blue	blue	blue	blue
boat	boat	boat	boat
bow-wow	bow-wow	bow-wow	bow-wow
boy	boy	boy	boy
but	but	but	but

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
cake	cake	cake	cake
call	call	call	call
came	came	came	came
can	can	can	can
cap	cap	cap	cap
car	car	car	car
Christmas	Christmas	Christmas	Christmas
come	come	come	come
cookies	cookies	cookies	cookies
could	could	could	could
cow	cow	cow	cow
cowboy	cowboy	cowboy	cowboy
daddy	daddy	daddy	daddy

BARBE LIST

	Simple Printing "basic"	With Joins Added "transitions"	Written Examples "cursive"
did	did	did	did
dinner	dinner	dinner	dinner
dish	dish	dish	dish
do	do	do	do
dog	dog	dog	dog
down	down	down	down
eat	eat	eat	eat
farm	farm	farm	farm
fast	fast	fast	fast
father	father	father	father
find	find	find	find
fine	fine	fine	fine
fish	fish	fish	fish

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
for	for	for	for
from	from	from	from
fun	fun	fun	fun
funny	funny	funny	funny
get	get	get	get
girl	girl	girl	girl
give	give	give	give
go	go	go	go
good	good	good	good
good-bye	good-bye	good-bye	good-bye
green	green	green	green
happy	happy	happy	happy
has	has	has	has

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
he	he	he	he
help	help	help	help
her	her	her	her
here	here	here	here
hide	hide	hide	hide
him	him	him	him
his	his	his	his
home	home	home	home
house	house	house	house
how	how	how	how
I	I	I	I
in	in	in	in
is	is	is	is

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
it	it	it	it
jump	jump	jump	job
just	just	just	just
kitten	kitten	kitten	kitten
know	know	know	know
laugh	laugh	laugh	laugh
let	let	let	let
like	like	like	like
little	little	little	little
long	long	long	long
look	look	look	look
make	make	make	make
man	man	man	man

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Within Example "cursive"
many	many	many	many
may	may	may	may
me	me	me	me
mitten	mitten	mitten	mitten
mother	mother	mother	mother
morning	morning	morning	morning
Mr.	Mr.	Mr.	Mr.
must	must	must	must
my	my	my	my
near	near	near	near
new	new	new	new
night	night	night	night
no	no	no	no

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
not	not	not	not
now	now	now	now
of	of	of	of
oh	oh	oh	oh
on	on	on	on
one	one	one	one
party	party	party	party
pie	pie	pie	pie
play	play	play	play
pretty	pretty	pretty	pretty
puppy	puppy	puppy	puppy
put	put	put	put
rabbit	rabbit	rabbit	rabbit

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
ran	ran	ran	ran
red	red	red	red
ride	ride	ride	ride
run	run	run	run
said	said	said	said
sat	sat	sat	sat
saw	saw	saw	saw
see	see	see	see
she	she	she	she
show	show	show	show
slip	slip	slip	slip
so	so	so	so
some	some	some	some

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
something	something	something	something
soon	soon	soon	soon
splash	splash	splash	splash
stop	stop	stop	stop
surprise	surprise	surprise	surprise
table	table	table	table
take	take	take	take
thank	thank	thank	thank
that	that	that	that
the	the	the	the
them	them	them	them
then	then	then	then
there	there	there	there

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
they	they	they	they
this	this	this	this
tree	tree	tree	tree
to	to	to	to
too	too	too	too
two	two	two	two
up	up	up	up
us	us	us	us
walk	walk	walk	walk
want	want	want	want
was	was	was	was
water	water	water	water
way	way	way	way

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
we	we	we	we
went	went	went	went
were	were	were	were
what	what	what	what
when	when	when	when
where	where	where	where
white	white	white	white
who	who	who	who
will	will	will	will
wish	wish	wish	wish
with	with	with	with
work	work	work	work
	yellow	yellow	yellow

BARBE LIST

	Simple Printing "basic"	With Joins Added "transition"	Written Example "cursive"
yes	yes	yes	yes
you	you	you	you
your	your	your	your

WORDS FROM PHONOVISUAL METHOD

Simple Vowels	Simple Printing	With Joins Added	Written Example
a as in cat cram	cram	cram	cram
bag	bag	bag	bag
damp	damp	damp	damp
pad	pad	pad	pad
plan	plan	plan	plan
tack	tack	tack	tack
van	van	van	van

WORDS FROM PHONOVISUAL METHOD

Short Vowels	Simple Printing	With Joins Added	Written Example
e as in bed			
belt	belt	belt	belt
fed	fed	fed	fed
deck	deck	deck	deck
melt	melt	melt	melt
net	net	net	net
test	test	test	test
yet	yet	yet	yet

WORDS FROM PHONOVISUAL METHOD

Short Vowels	Simple Printing	With Joins Added	Written Example
ea as in bread dead	dead	dead	dead
lead	lead	lead	lead
spread	spread	spread	spread
read	read	read	read
wealth	wealth	wealth	wealth
breath	breath	breath	breath
head	head	head	head

WORDS FROM PHONOVISUAL METHOD

Short Vowels	Simple Printing	With Joins Added	Written Example
i as in fish bit	bit	bit	bit
bring	bring	bring	bring
click	click	click	click
dig	dig	dig	dig
flip	flip	flip	flip
grin	grin	grin	grin
trip	trip	trip	trip

WORDS FROM PHONOVISUAL METHOD

Short Vowels	Simple Printing	With Joins Added	Written Example
o as in top			
blot	blot	blot	blot
clock	clock	clock	clock
d t	dot	dot	dot
fog	fog	fog	fog
mob	mob	mob	mob
rot	rot	rot	rot
trot	trot	trot	trot

WORDS FROM PHONOVISUAL METHOD

Short Vowels	Simple Printing	With Joins Added	Written Example
u as in duck			
bug	bug	bug	bug
chum	chum	chum	chum
dust	dust	dust	dust
gun	gun	gun	gun
hunt	hunt	hunt	hunt
luck	luck	luck	luck
lunch	lunch	lunch	lunch

WORDS FROM PHONOVISUAL METHOD

Long Vowels

a-e as in cake

flake

Simple Printing	With Joins Added	Written Example
flake	flake	flake
lace	lace	lace
plane	plane	plane
safe	safe	safe
shape	shape	shape
tape	tape	tape
whale	whale	whale

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Example
ai as in rain			
braid	braid	braid	braid
faint	faint	faint	faint
made	made	made	maid
fail	fail	fail	fail
snail	snail	snail	snail
wait	wait	wait	wait
pail	pail	pail	pail

WORDS FROM PHONOVISUAL METHOD

Long Vowels

ay as in play
clay

Simple Printing	With Joins Added	Written Example
clay	clay	clay
day	day	day
say	say	say
spray	spray	spray
tray	tray	tray
way	way	way
may	may	may

WORDS FROM PHONOVISUAL METHOD

Long Vowels e as in me	Simple Printing	With Joins Added	Written Example
be	be	be	be
he	he	he	he
me	me	me	me
she	she	she	she
we	we	we	we

187

188

WORDS FROM PHONOVISUAL METHOD

Long Vowels e as in me	Simple Printing	With Joins Added	Written Example
eel	eel	eel	eel
free	free	free	free
meet	meet	meet	meet
need	need	need	need
sleep	sleep	sleep	sleep
week	week	week	week
wheel	wheel	wheel	wheel

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Example
ea as in leaf			
eat	eat	eat	eat
each	each	each	each
meat	meat	meat	meat
speak	speak	speak	speak
teach	teach	teach	teach
cheap	cheap	cheap	cheap
clean	clean	clean	clean

WORDS FROM PHONOVISUAL METHOD

Long Vowels i-e as in fine	Simple Printing	With Joins Added	Written Examples
bike	bike	bike	bike
like	like	like	like
ride	ride	ride	ride
shine	shine	shine	shine
time	time	time	time
while	while	while	while
white	white	white	white

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Examples
y as in my			
by	by	by	by
cry	cry	cry	cry
fly	fly	fly	fly
sky	sky	sky	sky
why	why	why	why
my	my	my	my
sly	sly	sly	sly

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Examples
igh as in high			
might	might	might	*might*
night	night	night	*night*
right	right	right	*right*
sight	sight	sight	*sight*
high	high	high	*high*
light	light	light	*light*
flight	flight	flight	*flight*

WORDS FROM PHONOVISUAL METHOD

Long Vowels o-e as in rose	Simple Printing	With Joins Added	Written Examples
close	close	close	close
joke	joke	joke	joke
more	more	more	more
nose	nose	nose	nose
smoke	smoke	smoke	smoke
stone	stone	stone	stone
vote	vote	vote	vote

WORDS FROM PHONOVISUAL METHOD

Long Vowels o-e as in rose	Simple Printing	With Joins Added	Written Examples
coat	coat	coat	coat
road	road	road	road
soap	soap	soap	soap
goal	goal	goal	goal
coal	coal	coal	coal
throat	throat	throat	throat
load	load	load	load

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Examples
ow as in snow			
crow	crow	crow	crow
row	row	row	row
sow	sow	sow	sow
blow	blow	blow	blow
show	show	show	show
slow	slow	slow	slow
throw	throw	throw	throw

WORDS FROM PHONOVISUAL METHOD

Long Vowels	Simple Printing	With Joins Added	Written Examples
u-e as in mule			
cube	cube	cube	cube
cute	cute	cute	cute
use	use	use	use
cure	cure	cure	cure
fuse	fuse	fuse	fuse
pure	pure	pure	pure
mute	mute	mute	mute

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
aw as in saw			
claw	claw	claw	claw
draw	draw	draw	draw
paw	paw	paw	paw
jaw	jaw	jaw	jaw
straw	straw	straw	straw
dawn	dawn	dawn	dawn
yawn	yawn	yawn	yawn

297

298

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds a(11) as in ball	Simple Printing	With Joins Added	Written Example
all	all	all	all
call	call	call	call
fall	fall	fall	fall
small	small	small	small
hall	hall	hall	hall
wall	wall	wall	wall
tall	tall	tall	tall

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Examples
ar as in car			
arm	arm	arm	arm
art	art	art	art
barn	barn	barn	barn
card	card	card	card
harm	harm	harm	harm
jar	jar	jar	jar
sharp	sharp	sharp	sharp

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds long oo as in moon	Simple Printing	With Joins Added	Written Example
food	food	food	food
room	room	room	room
noon	noon	noon	noon
too	too	too	too
soon	soon	soon	soon
tooth	tooth	tooth	tooth
stool	stool	stool	stool

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds Short oo as in book	Simple Printing	with Joins Added	Written Example
foot	foot	foot	foot
good	good	good	good
look	look	look	look
stood	stood	stood	stood
wood	wood	wood	wood
brook	brook	brook	brook
shook	shook	shook	shook

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
ow as in clown			
cow	cow	cow	cow
how	how	how	how
brown	brown	brown	brown
town	town	town	town
crowd	crowd	crowd	crowd
down	down	down	down
howl	howl	howl	howl

217

218

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
ou as in loud			
out	out	out	out
loud	loud	loud	loud
house	house	house	house
cloud	cloud	cloud	cloud
found	found	found	found
round	round	round	round
mouth	mouth	mouth	mouth

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
oy as in boy			
boy	boy	boy	boy
cloy	cloy	cloy	cloy
coy	coy	coy	coy
toy	toy	toy	toy
joy	joy	joy	joy
ahoy	ahoy	ahoy	ahoy

221

222

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
<u>oi</u> as in boil oil	oil	oil	oil
coin	coin	coin	coin
join	join	join	join
point	point	point	point
choice	choice	choice	choice
soil	soil	soil	soil
spoil	spoil	spoil	spoil

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
ur as in church			
fur	fur	fur	fur
burn	burn	burn	burn
curb	curb	curb	curb
surf	surf	surf	surf
churn	churn	churn	churn
curl	curl	curl	curl
spur	spur	spur	spur

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
ir as in sir			
sir	sir	sir	sir
fir	fir	fir	fir
bird	bird	bird	bird
girl	girl	girl	girl
first	first	first	first
chirp	chirp	chirp	chirp
stir	stir	stir	stir

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds	Simple Printing	With Joins Added	Written Example
er as in her			
herd	herd	herd	herd
fern	fern	fern	fern
jerk	jerk	jerk	jerk
term	term	term	term
clerk	clerk	clerk	clerk
perch	perch	perch	perch
verb	verb	verb	verb

WORDS FROM PHONOVISUAL METHOD

Other Vowel Sounds or as in word	Simple Printing	With Joins Added	Written Example
word	word	word	word
work	work	work	work
world	world	world	world
worm	worm	worm	worm
worst	worst	worst	worst
worth	worth	worth	worth

231

232

BIBLIOGRAPHY AND SOURCES

1. Aaron, W. M., Italic Writing: A Concise Guide, Alec Tirandi Ltd., London, 1971

2. Eager, Fred, Calligraphy

3. Fairbank, Alfred and Stone, Charlotte, Beacon Writing: First Supplement to Books One and Two, Ginn and Company, London, 1961

4. Fairbank, Alfred and Stone, Charlotte, Beacon Writing: Second Supplement to Books One and Two, Ginn and Company, London 1961

5. Fairbank, Alfred, Beacon Writing: Book Five, Ginn and Company, London, 1966

6. Fairbank, Alfred, Beacon Writing: Book Six, Ginn and Company, London, 1965

7. Fairbank, Alfred, How To Teach the Italic Hand Through the Beacon Writing Books, Ginn and Company, 1963

8. Hallmark, Charmers, Hallmark Cards, Inc. 1976

9. Hooper, Winifred, and Fairbank, Alfred, Beacon Writing: Book Three, Ginn and Co. London 1965

10. Hooper, Winifred, and Fairbank, Alfred, Beacon Writing: Book Four, Ginn and Co. London 1962

11. Ousley, Odille, V Is For Verse, Ginn and Co., 1964

12. Stone, Charlotte, Beacon Writing Teachers' Book for Books One and Two, Ginn and Company, London 1962

13. Stone, Charlotte and Fairbank, Alfred, Beacon Writing: A Course in Italic, Book One, Ginn and Company, 1960

14. Stone, Charlotte and Fairbank, Alfred, Beacon Writing: A Course in Italic, Book Two, Ginn and Company 1960

15. Wellington, Irene, The Irene Wellington Copy Book, Omnibus Edition, Pentalic Corporation, New York, N. Y. 1977

16. Williamsport Area School District, Spelling and Related Language Skills in the Primary Grades, September, 1973